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ABSTRACT

A teacher education conceptual model, Teachers Reflecting, Engaging, and Collaborating (TREC), is presented that guides an innovative teacher education program's goals, processes, outcomes, and evaluation. The model, which presents the teacher as a reflective practitioner, is not an instructional sequence model, but rather a conceptual model that identifies the priorities which permeate the program and serve as a unifying structure for the three TREC components (reflecting, engaging, and collaborating). The program maximizes the integration of courses, field experiences, and supplemental knowledge and skills acquired through coursework and interaction with school district professionals for elementary, early childhood, and secondary undergraduate student teachers; it is based on five learning levels that include classroom and field learning. Level 1 is the foundations level; level 2 provides students with their first field experience. Levels 3 and 4 involve specialization in elementary and secondary learning, while level 5 is a 10-week, full-time student teaching experience. Each level also deals with multicultural, bilingual, and developmentally appropriate practices; special effort is made to recruit minority students into the program. (NAV)

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ED 391 799

# Restructuring Teacher Education: Preparing for Diverse Populations

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The Department of Teacher Education at Weber State University has developed a conceptual framework which organizes its program components into a coherent whole. The framework provides a structure for the unit's programs and is articulated by:

- a mission statement
- a philosophy statement
- belief statements
- goals
- an organizing theme
- a conceptual model
- program elements
- program outcomes

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The unit's faculty operate using the underlying assumption that there is a body of research which demonstrates the most appropriate and effective instructional methods. Faculty have been influenced by current research and experimental models that suggest teachers develop through sustained reflection of the knowledge, actions, and beliefs which contribute to their instructional decisions. Therefore, the faculty have agreed that ***teacher as reflective practitioner*** (Schon, 1987) serves as the organizing theme for the unit's programs. This theme replaces the skill-based model previously utilized within the unit by including, in particular, metacognition and critical thinking. The teacher education programs, therefore, emphasize the cyclical relationship among reflective observation, concrete experience, abstract conceptualization, and active experimentation. This requires prospective teachers and master's candidates to examine their own schemata about schools and learning, to critique instructional decisions according to outcomes and alternatives, and to integrate and apply pedagogical concepts, principles, and practices to contextual cases. The reflective practitioner theme suggests that the teacher is one who (a) understands the theoretical background of instruction, (b) applies that knowledge in making instructional decisions, and (c) continually reassesses those decisions. Further, this theme initiates a re-examination of supervision and how a supervisor might guide student teachers toward reflective practice. It indicates varied means for evaluating candidates and for modeling reflective thinking by faculty throughout course instruction. The organizing theme continues to challenge the faculty to clarify behaviors, attitudes, beliefs, and practices which demonstrate and then define reflection.

To implement the organizing theme of a reflective practitioner, a conceptual model has been developed which guides the programs' goals, processes, outcomes, and evaluation. The model is represented by the acronym **TREC: Teachers Reflecting, Engaging, and Collaborating.** A basic assumption in the development of the model is that it must be easily understood, comprehensive, and widely applicable. There is agreement within the unit that the TREC model fairly represents the goals and processes of an effective teacher education program. Its simplicity and widespread application have been well received and internalized.

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**The TREC Model**

The TREC model is not an instructional sequence model, but a conceptual model that attempts to identify the priorities which permeate the program and serve as a unifying structure. The relationship between TREC and instruction is emphasized in faculty teaching and expectations for teacher candidates.

Teachers who **Reflect**--the "thinking component"--are practitioners who evaluate relevant choices for teaching, decide and act on the preferred choice, and continually reevaluate their choices in light of their effectiveness. A teacher/student reflects when he/she does the following:

| | | | |
|---|---|---|---|
| ponders | evaluates | compares | synthesizes |
| analyzes | contrasts | hypothesizes | internalizes |
| judges | predicts | combines | infers |
| estimates | creates | reconsiders | justifies |
| decides | critiques | assesses | reviews |
| revises | appreciates/values | defends | relates |
| debates | re-examines | determines how/when/if | |

Teachers who **Engage**--the "doing component"--are practitioners who value, implement, and monitor the sustained active involvement of every student in carefully planned, meaningful learning experiences. A teacher/student engages when he/she does the following:

| | | | |
|---|---|---|---|
| teaches | tells | discusses | explains |
| involves | plans | arranges | records |
| listens | observes | asks | identifies |
| locates | finds | constructs | manipulates |
| lists | models | role plays | conducts |
| understands | recites | restates | determines |
| applies | comprehends | demonstrates | defines |
| describes | administers | acquires | |

Teachers who **Collaborate**--"the interactive component"--are practitioners who seek out other professionals to confer on educational issues, to plan and implement best practice, and to offer and receive support in becoming an expert teacher. A teacher/student collaborates when he/she does the following:

| | | | |
|---|---|---|---|
| assists | shares | plans together | cooperates |
| teams | co-authors | discusses | debates |
| reciprocates | co-acts | concurs | supports |
| consults | connects | accepts | interacts |
| interpersonalizes | negotiates | peer reviews | exchanges |
| reaches consensus | | | |

It will be noted that many educational activities cannot and should not be categorized into only one of the components in the TREC model. Activities often possess characteristics of two or more of the components; thus, there is the deliberate intersection of the circles on the Venn diagram which represents the TREC model.

The TREC model also serves as an advance organizer for faculty and students as they categorize course content and processes within the unit's programs. Students are introduced to the conceptual model during an orientation for newly admitted teacher candidates. In a Foundations of Education course (EDUC 304) located in Level 1 of the programs, the model is utilized as a basis for articulating the program. Also, the three TREC components permeate the entire program with each level and/or course reinforcing the model.

In addition to the three components articulated by the TREC model--Reflecting, Engaging, and Collaborating--which permeate the teacher education programs, the unit has identified other elements or "strands" which it believes characterize the unit's programs and are consistent with its conceptual framework: **Technology, Multicultural/bilingualism, Exceptionalities, Classroom Management; Developmentally-appropriate Practice.** These five program strands are integrated into instruction at each undergraduate program level and in each graduate program core class, and their appropriate inclusion is evaluated by candidates as they assess individual courses.

**Program Design**

The course of study and related activities are designed to ensure that the graduates of Weber State University's teacher education programs have a variety of experiences that prepare them to become **Reflective, Engaging, Collaborative** practitioners. For this reason, the program sequence is such that it maximizes the integration of courses, field experiences, and supplemental knowledge and skills acquired by the student independent of course work but in collaboration with school district professionals. The sequence provides appropriate opportunities for students to apply theory to the real world of the schools. The course work in professional studies builds from: (a) general to specific; (b) basic to advanced; (c) a more limited field experience with a broad focus to more intensive field experiences over a sustained period and in a more diverse context; and (d) more varied educational background in general studies, content studies, and pedagogy to a synthesis and coherence of the entire program.

The elementary, early childhood, and secondary undergraduate programs are organized into levels and ordered in a sequence designed to systematically increase the competence and experience of the prospective teacher. The organization of courses into levels scheduled for a larger time block lends itself to integration that encourages, indeed requires, faculty to develop courses that are more interrelated and multi-disciplinary. Faculty assigned to teach in a level work cooperatively to determine how the courses within the level and associated field experiences will be organized during the designated time block.

LEVEL 1

Level 1 is the "foundations" level for both elementary and secondary candidates. In this level students are introduced to the basic concepts of educational philosophy, educational systems, learning, and instruction.

| | |
|---|---|
| EDUC 300 (2) | Interpersonal Skills for Teachers |
| EDUC 301 (3) | Educational Psychology |
| EDUC 303 (3) | Instructional Technology |
| EDUC 304 (3) | Foundations of Education |

LEVEL 2

The courses in Level 2 provide students with their first authentic field experience.

Specifically, they gain the knowledge necessary to design classroom instruction that meets the needs of a diverse group of students, including students of color, those whose primary language is not English, students with disabilities, and students whose academic and creative ability is exceptional. This knowledge is used to plan and design curriculum and the evaluation measures needed to assess student learning. Elementary candidates are required to take all of Level 2 while secondary candidates complete all courses in the level with the exception of EDUC 306.

| | |
|---|---|
| EDUC 306 (4) | Elementary Reading Methods |
| EDUC 307 (3) | Multicultural/Bilingual Education |
| EDUC 315 (3) | Curriculum Design and Assessment |
| EDUC 365 (3) | The Exceptional Student |

LEVEL 3 ELEMENTARY

Level 3 introduces elementary students to existing curricula, effective planning of learning activities, and appropriate teaching methods in elementary mathematics, science, and social studies. It also introduces students to the rationale and strategies of classroom management of time, space, materials, and behavior. Considerable emphasis is placed on field experience, consisting of planning and teaching a coherent sequence of lessons in elementary classrooms.

| | |
|---|---|
| EDUC 409 (3) | Elementary Mathematics Methods |
| EDUC 411 (3) | Elementary Science Methods |
| EDUC 413 (3) | Elementary Social Studies Methods |
| EDUC 416 (3) | Classroom Management |

LEVEL 3 SECONDARY

In Level 3 prospective secondary teachers implement all the methodologies from the courses of reading and writing in the content areas as well as secondary methods into a practicum experience. To incorporate the previous levels, the prospective teachers in teams teach a unit of instruction in a diverse middle school in their major or minor areas of concentration. The candidates teach for a period of five to eight days under the direction of a cooperating teacher and a university supervisor.

| | |
|---|---|
| EDUC 416 (3) | Classroom Management |
| EDUC 462 (3) | Reading/Writing in the Content Areas |
| EDUC 463 (3) | Classroom Strategies in Secondary School |

LEVEL 4 ELEMENTARY

Each level of the program is designed to build upon the knowledge, skills, and attitudes of the previous level. Level 4 reinforces concepts learned in the three previous levels by providing the student with the opportunity to develop skills in teaching Language Arts, Art and Music, and in designing instruction to meet the needs of all students including those with special needs, gifted, and students from a variety of cultural and language backgrounds.

| | |
|---|---|
| EDUC 418 (4) | Elementary Language Arts Methods |
| EDUC 422 (3) | Elementary Art/Music Methods |
| EDUC 424 (2) | Teaching in a Diverse Classroom |

LEVEL 4 SECONDARY

In Level 4 the teacher candidate participates in ten weeks of student teaching and a bi-weekly seminar used as support and reflection of the daily experiences in which teachers are involved.

| | |
|---|---|
| EDUC 495 (12) | Teaching Practicum in Secondary Education |
| EDUC 499 (3) | Secondary Senior Synthesis Seminar |

LEVEL 5 ELEMENTARY

In Level 5 the prospective teacher participates in a 10-week full-time student teaching experience. It is designed to implement all theory, teaching practices, management, technology, individual differences, and content which have been taught in previous levels. This level has a weekly seminar and a synthesis course used as support and reflection of the daily experiences in which teachers are involved.

| | |
|---|---|
| EDUC 488 (12) | Teaching Practicum in Elementary Education |
| EDUC 498 (3) | Elementary Senior Synthesis Seminar |

The Department has specifically stated its responsibility to diversity, including races, ethnic groups, social classes, and exceptionalities. It perceives multicultural/bilingual education as the educational strategy in which teacher candidates' cultural/linguistic backgrounds are viewed as positive and essential in developing classroom instruction and school environments. Multicultural/bilingual education is designed to support and extend the concepts of language, culture, cultural pluralism, and equity into the formal school setting. An examination of the theoretical precepts of these concepts lead to an understanding of the development and practice of multicultural education (Gollnick & Chinn, 1994). Likewise, the development of a knowledge base relating to the wide range of exceptionalities found in school-aged populations and the development of intervention and inclusion skills to be used in dealing appropriately with those exceptionalities is equally valued.

Below are listed indicators of multicultural and global perspectives that are found in the unit's conceptual framework:

- teaching and student learning in a changing, global society;

- facilitating the enculturation of young people into our democratic society;
- reflecting American diversity;
- preparing professionals to teach in a changing pluralistic and multicultural/multilingual society within a global community;
- being sensitive to the needs of minority students, respecting and acknowledging racial, ethnic, linguistic and cultural diversity;
- applying curriculum and instruction to all learners including those that exhibit characteristics identified as exceptionalities.

The unit has approved the following statement to describe its multicultural and global commitment:

> The Department of Teacher Education at Weber State University is committed to preparing teacher candidates who recognize and accommodate diversity, and teach *all* students including those from multicultural, multilingual backgrounds.
>
> Values to operationalize this statement follow:
>
> We believe:
>
> - that there is an ethical and professional obligation to provide instruction that promotes educational equity for all students;
> - that teachers should help students understand, investigate and determine how assumptions, perspectives and biases within a discipline influence the ways in which knowledge is constructed;
> - that a climate must be created that empowers education students to expand and advance knowledge from a philosophy of inclusion.

**Multicultural/Bilingualism & Exceptionalities Strands**

The need to prepare teachers to work effectively with all children is embodied primarily in the three program strands (Exceptionality, Multicultural/Bilingual, Developmentally Appropriate Practice) that permeate every program level. As a result, each program level has objectives which incorporate knowledge and skills appropriate for teaching diverse classes, including multicultural and exceptional students. In addition, students in all undergraduate teacher education programs take a Multicultural/Bilingual Education course (EDUC 307), a course on Exceptionalities (EDUC 365), and those in elementary and early childhood programs take an additional course, Teaching in a Diverse Classroom (EDUC 424). This course specifically provides candidates with methods and strategies for teaching diverse students, including gifted and talented students and students with special needs in the general education classroom. The presence of these strands is shown in the following table of program outcomes:

## TABLE A: PROGRAM OUTCOMES RELATED TO ELEMENTARY COURSE REQUIREMENTS

| Key: 1 = major, 2 = moderate, 3 = minor components | PROFESSIONAL EDUCATION COURSES | | | | | | | | | | | | | | | | | CFS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OBJECTIVES | 300 | 301 | 303 | 304 | 306 | 307 | 315 | 365 | 409 | 411 | 413 | 416 | 418 | 422 | 424 | 488 | 498 | 150 |
| Educational foundations | | 2 | | 1 | | 3 | 3 | | | | | | | | | 3 | 2 | 3 |
| Developmental characteristics of children and youth | | 2 | | | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 3 | 1 |
| Principles of student learning | | 1 | | | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 |
| Characteristics of exceptional learners | 3 | | | 3 | 2 | 1 | 1 | 1 | | 2 | | 2 | 2 | 2 | 1 | 2 | 2 | |
| Characteristics of culturally and language diverse populations | 2 | 2 | | | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 3 |
| Principles of curriculum design | | 3 | | 3 | | 1 | 1 | | 2 | | 2 | 3 | 2 | 1 | 2 | 1 | 3 | |
| Principles of curriculum and student assessment | | 2 | 2 | | 1 | 2 | 1 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 1 | 2 | |
| Principles of effective classroom management | | 2 | 3 | | | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | |
| Principles of general and content-specific teaching methodology | | 3 | | | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | |
| Role of school in society | 1 | | | 1 | | 2 | 3 | 2 | | | | 2 | | | | 2 | 1 | |
| Role of educational research | | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 |
| Federal, state, and local school policies and procedures | | | | 2 | | 2 | 2 | 1 | | 3 | | 1 | | | | 1 | 1 | |
| Developing and implementing effective instructional plans | | 2 | 2 | | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 2 | |
| Effectively teaching all students | 2 | 1 | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Using appropriate instructional technology | | | 1 | | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 3 | 2 | | 2 | 2 | 3 | |
| Interacting effectively with students, parents, and other professionals | 2 | 3 | 3 | | | 1 | 1 | | 3 | | 3 | 1 | 2 | 2 | 3 | 1 | 2 | |
| Recognizing and effecting needed educational change | | | | 2 | 3 | 1 | 2 | | 3 | 2 | 3 | 1 | | | | 1 | 1 | |
| Exhibiting ethical and professional practice | 2 | | | 2 | 3 | 2 | 3 | 1 | 3 | | 3 | 1 | 1 | 1 | 2 | 1 | 1 | |
| Respecting individual differences | 1 | 2 | 3 | | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Dedicated to personal learning and service. | | 3 | | | 2 | 3 | 3 | 2 | | 3 | | | 2 | 2 | 1 | 2 | 1 | |

TABLE B: PROGRAM OUTCOMES RELATED TO SECONDARY COURSE REQUIREMENTS

| Key: 1 = major, 2 = moderate, 3 = minor components | PROFESSIONAL EDUCATION COURSES | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| OBJECTIVES | 300 | 301 | 303 | 304 | 307 | 313 | 365 | 416 | 462 | 463 | 495 | 499 |
| Educational foundations | | 2 | | 1 | 3 | 3 | | | 3 | 3 | 3 | 2 |
| Developmental characteristics of children and youth | | 2 | | | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 3 |
| Principles of student learning | | 1 | | | 1 | 1 | 3 | 2 | 1 | 1 | 1 | 2 |
| Characteristics of exceptional learners | 3 | | | 3 | 1 | 1 | 1 | 2 | 2 | 3 | 2 | 2 |
| Characteristics of culturally and language diverse populations | 2 | 2 | | | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 3 |
| Principles of curriculum design | | 3 | | 3 | 1 | 1 | | 3 | 1 | 1 | 1 | 3 |
| Principles of curriculum and student assessment | | 2 | 2 | | 2 | 1 | 3 | 3 | 1 | 1 | 1 | 2 |
| Principles of effective classroom management | | 2 | 3 | | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 2 |
| Principles of general and content-specific teaching methodology | | 3 | | | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Role of school in society | 1 | | | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 1 |
| Role of educational research | | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 2 |
| Federal, state, and local school policies and procedures | | | | 2 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | 1 |
| Developing and implementing effective instructional plans | | 2 | 2 | | 1 | 1 | | 1 | 1 | 1 | 1 | 2 |
| Effectively teaching all students | 2 | 1 | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Using appropriate instructional technology | | | 1 | | 3 | 1 | 2 | 3 | 2 | 1 | 3 | 3 |
| Interacting effectively with students, parents, and other professionals | 2 | 3 | 3 | | 1 | 1 | | 1 | 1 | 1 | 1 | 2 |
| Recognizing and effecting needed educational change | | | | 2 | 1 | 2 | | 1 | 2 | 2 | 2 | 1 |
| Exhibiting ethical and professional practice | 2 | | | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| Respecting individual differences | 1 | 2 | 3 | | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| Dedicated to personal learning and service. | | 3 | | | 3 | 3 | 2 | | 2 | 2 | 2 | 1 |

Table C describes in more detail the specific content in the program courses which prepares our students to deal effectively with all learners.

TABLE C: PREPARING FOR LEARNERS
FROM DIVERSE CULTURAL BACKGROUNDS AND WITH EXCEPTIONALITIES

| Course | Pro-gram | Understanding and Use of Principles |
|---|---|---|
| EDUC 303--Instructional Technology | E<br>EC<br>S | students learn teacher's role in schools and generic model for designing instruction using media, including individualization and adaptations for special populations |
| EDUC 306--Elementary Reading Methods | E<br>EC | students learn strategies related to teaching bilingual and culturally diverse students to read/write; create a multicultural lesson or adapt a lesson for ESL |
| EDUC 307--Multicultural/Bilingual Education | E<br>EC<br>S | students develop critiques, assess, and use peer triads and oral presentations with current multicultural/bilingual issues and its impact on schooling and general social systems |
| EDUC 315--Curriculum Design and Assessment | E<br>EC<br>S | students learn appropriate uses of assessment and instructional alternatives, e.g.: mastery learning; use of varied measures for different purposes; students remodel curriculum to create instructional opportunities stemming from diverse backgrounds and with exceptionalities |
| EDUC 365--The Exceptional Student | E<br>EC<br>S | students taught special education state policies and IDEA (Individual with Disabilities Act); students hypothesize on what personal roles they will assume while complying with federal and state law |
| EDUC 409--Elementary Mathematics Methods | E<br>EC | students complete field experiences in a school designated as containing a diverse population; write in journals; teach and evaluate lesson plans and implementation; reflect on teaching strategies in multicultural classroom |
| EDUC 411--Elementary Science Methods | E<br>EC | students plan a science unit containing hands-on discovery lessons that teach concepts, skills, and attitudes sensitive to a multicultural classroom; students collaborate and complete gender equity activities |
| EDUC 413--Elementary Social Studies Methods | E<br>EC | students study learning styles and prepare unit and lesson plans |
| EDUC 416--Classroom Management | E<br>S | students explore and practice responding to all cultural backgrounds and learners; they are taught effective strategies for instructing diverse students based on characteristics and learning styles; learn classroom management procedures to motivate exceptional students; field trip to alternative high school |
| EDUC 418--Elementary Language Arts Methods | E<br>EC | students learn strategies related to teaching bilingual and culturally diverse students to read/write; a multicultural lesson is created or a lesson for ESL is adapted |
| EDUC 422--Elementary Art/Music Methods | E<br>EC | seven areas of exceptionality are taught; art and music in diverse public school classroom are observed and evidences of exceptionality identified; students participate in small groups to discuss observations; music and art lessons are developed using 4-mat systems to meet needs of all learners and taught to peers for collaborative input; after suggestions, lesson is taught in public school having a diverse population |

| Course | Pro-gram | Understanding and Use of Principles |
|---|---|---|
| EDUC 424--Teaching in a Diverse Classroom | E<br>EC | students design case studies that describe elementary students (including students with disabilities, gifted and talented students, students of color, and second language learners); students use a collaborative consultation model to design alternative instructional strategies for students who pose instructional challenges; roles are assigned to each collaborative problem-solving team as they modify the environment, teach, and assess to accommodate the needs of the student in their case study; each group is required to reach consensus, therefore communication skills and group processes are discussed; field experience for practicing diversity methodology; debriefing with peers and instructional leaders |
| EDUC 462/463--Teaching Reading/Writing in Content Areas and Classroom Strategies in Secondary School | S | students assess their students' interests, abilities, and content knowledge, then make alterations in lessons to accommodate differences |

## Field Experiences

The rationale for field experiences is derived from the unit's conceptual framework which describes the teacher as *reflective practitioner*. Reflective thinking means "turning a subject over in the mind and giving it serious and consecutive consideration." Dewey insists that "reflective thinking frees us from mere 'impulsive' and 'routine activity.' It enables us to act in deliberate and intentional fashion to achieve what is needed. It distinguishes us as human beings and is the hallmark of intelligent action (Dewey, 1933)." It is assumed that students do not actually learn from experience as much as they learn from reflecting on the experience.

Field experience is intended to help candidates use both content knowledge and pedagogical skills, and to continually reflect upon the process of combining the two. For teacher candidates, field experiences serve as the vehicle for transferring theory to the real world of practice. Whether the candidates' field experiences consist of tutoring someone in biology, working with a reading group, leading a cooperative learning group discussion, assisting an experienced English teacher with the whole class, or taking sole responsibility for teaching a social studies class, these experiences demand reflection before the action, during the action, and after the action (Posner, 1993).

Field experiences within the unit's **initial** program levels are carefully structured and selected so that teacher candidates move from a novice level with limited experience to more advanced levels of responsibility and skill. It is also ensured that they are exposed to and teach in diverse classrooms and in a variety of settings at different schools.

## Field Experiences in Schools with Diversity

All teacher candidates are required to complete field experiences with diverse and exceptional students. This may be in diverse schools or with diverse classrooms and children within schools. With the assistance of the surrounding district, the most diverse schools have been identified. These schools are subsequently utilized to the greatest extent feasible for field experience and/or student teaching in the various program levels.

- In Level 1 candidates observe in alternative educational sites.
- In Level 2 candidates work with a special needs student, a gifted and talented student, and one from a culture different from their own. They plan instruction so that the needs of all learners are met.
- In Level 3 (secondary), candidates complete a field experience which includes teaching a comprehensive content unit in the most diverse schools in the surrounding districts.
- In Level 4 (elementary), candidates teach language arts, music and art for approximately four weeks in a diverse school. They are expected to demonstrate effective classroom practices which meet the needs of all learners.

The following table lists those schools having been identified by their respective districts as containing the most diverse population and are selected for field experiences in the unit's programs.

TABLE D: LOCAL SCHOOLS WITH THE MOST DIVERSITY

| District | School | Elementary | Secondary | % Minorities |
|---|---|---|---|---|
| Ogden | Lewis | X | | 60* |
| | Dee | X | | 49* |
| | Mountain View | X | | 40* |
| | Edison | X | | 40* |
| | Central | | X | 36* |
| | Ogden | | X | 26 |
| Davis | Hill Field | X | | 20 |
| | Crestview | X | | 11 |
| | Doxey | X | | 10* |
| | Lincoln | X | | 11 |
| | South Clearfield | X | | 17 |
| | Sunset | X | | 15 |
| | Wasatch | X | | 17 |
| | Vae View | X | | 10 |
| | North Davis | | X | 11 |
| | Clearfield | | X | 8 |
| | Northridge | | X | 8 |
| Weber | Club Heights | X | | 15 |
| | Washington Terrace | X | | 13* |
| | North Park | X | | 12 |
| | Roy | X | | 12 |
| | Roy | | X | 8* |
| | Bell | | X | 8* |

* Schools/students used in Winter 1995 or Spring 1995 quarters for field experience

## Field Experiences in Initial Elementary and Secondary Programs

LEVEL 1 (ELEMENTARY AND SECONDARY)

Field experiences in Level 1 courses are integrated and are targeted at: (a) learning about learning; (b) learning about oneself; and (c) the foundations of the profession. They

are primarily observational experiences and are completed in one of the local elementary or secondary schools.

EDUC 300 (2) Interpersonal Skills for Teachers

Teacher candidates complete 10 to 12 hours of tutoring with a single student and develop a profile on that student.

EDUC 301 (4) Educational Psychology

Course requires field experiences that deal with directed observations. The intent is to provide an opportunity for candidates to see how the concepts and theories that are embodied in the course are integrated into actual classroom practice.

EDUC 303 (3) Instructional Technology

Beyond formal classroom instruction, teacher candidates attend a media center for a pre-arranged one-hour visit. A presentation is made by the media specialist on teacher and media-specialist relationships, and the role of each is discussed. Candidates tour the media
center and ask questions.

EDUC 304 (3) Foundations of Education

Teacher candidates observe in two different alternative educational sites. Acceptable sites are education settings outside the "normal public school." These sites include youth correctional facilities, community school classes, adult education vocation programs, or alternative high schools. The purpose is to expose teacher candidates to education settings where philosophies of education are varied and populations served are not the typical public school students.

LEVEL 2 (ELEMENTARY AND SECONDARY)

Candidates in Level 2 courses are assigned to one classroom for their integrated field experience where they are required to plan, teach, and evaluate an instructional unit. The instructional content is self-selected by secondary candidates; however, they are encouraged to select subjects where they have received prior instruction in teaching methodology. Elementary candidates plan, teach, and evaluate a reading lesson. (In-depth field experiences in teaching reading are included in the Language Arts portion, EDUC 418, of Level 4 for elementary candidates and in Teaching Reading in the Content Areas, EDUC 462, in Level 3 for secondary candidates.)

Candidates are required to locate a student with special needs, a gifted and talented student, and a student from a culture different from their own within the assigned classroom. They are required to complete structured case studies on these students, including interviews, observations in other classrooms, tutoring, and discussions with teachers, principals, and occasionally parents. This information then is used to assist the candidates in their planning instruction and teaching so that the needs of all learners are met. This gives candidates some perspective on the differences and similarities of students in classrooms. Teacher candidates synthesize the three case studies by discussing similarities and differences among the students they observe.

EDUC 306 (4) Elementary Reading Methods (elementary only)

Teacher candidates work with a diverse student population in a small group setting under the guidance of a classroom teacher. Time is provided to practice a literacy lesson which has been prepared as a course assignment.

EDUC 307 (3) Multicultural/Bilingual Education

Candidates examine the implications of cultural and language differences in the classroom. Curriculum is designed utilizing assessment tools and instructional methods which enhance learning in diverse populations. Field experiences include candidates-teaching class-designed lessons in a public/private school classroom. The results of the teaching are discussed with peers and the instructor. They prepare a case study of a student from a culturally diverse background.

EDUC 315 (3) Curriculum Design and Assessment

The course involves teacher candidates in observing a child in a public/private classroom and reporting on the observation using the case study method. They also develop a unit of instruction based on the Utah State Core Curriculum that considers learning styles and will meet the needs of all students. A selected lesson plan from the unit is taught in a public/private classroom setting.

EDUC 365 (3) The Exceptional Student

Teacher candidates visit public school resource rooms and self-contained classrooms where they observe, tutor and collect data for case studies. The candidates identify three students: one with disabilities, one gifted and talented, and another from a culturally diverse background.

LEVEL 3 (ELEMENTARY)

After five weeks of initial instruction in methods, teacher candidates in Level 3 courses spend twelve days in a local school. The first two days are spent observing classroom management procedures and planning for instruction with the cooperating teacher. For two weeks candidates teach science, math, and social studies, and practice classroom management skills. Each candidate teaches lessons in a primary grade for one week and in an intermediate grade for one week. Teacher candidates are placed in one of four schools that are designated by the director of field experiences in collaboration with the school districts. Each course instructor monitors students at one school.

EDUC 409 (3) Elementary Mathematics Methods

Teacher candidates observe in both a primary grade and intermediate grade and complete an observation form. They create six mathematics lessons, three for each level, and teach them to elementary classroom students. This performance is evaluated by the classroom teacher, and the evaluation is discussed by the candidate, cooperating teacher and the university instructor.

EDUC 411 (3) Elementary Science Methods

Teacher candidates prepare and teach six separate science lessons to students in the elementary classroom. Three lessons are taught in the primary grades and three lessons are taught in the intermediate level. Teacher candidates meet with the

classroom teacher and plan the field experience. Detailed journals are kept and entries are summarized each class period. At the conclusion of the field experience, a debriefing/summary seminar is attended by the candidates.

EDUC 413 (3) Elementary Social Studies

Four specific diverse sites are selected by the university instructor and the director of field experiences. Social studies students are required to team teach four times, twice in primary grades and twice in intermediate grades, including at least one geography lesson and one economics lesson. They also write lesson plans using prescribed forms, complete critique sheets and present a synopsis of the lesson at a debriefing session in class.

EDUC 416 (3) Classroom Management

Teacher candidates observe classroom management techniques in the content areas of science, mathematics, and social studies. They also observe how cooperating teachers manage time, space, materials, and behaviors. Observation and evaluation forms are completed and discussed with the university instructor.

LEVEL 3 (SECONDARY)

In schools, teacher candidates observe for certain behavioral and management issues. They also design, teach, and evaluate a comprehensive content unit in a public school setting under the direction of a cooperating teacher and university supervisor. The experience takes between five and eight days and includes teaching at least one period per day. Different grade levels within various schools are selected.

EDUC 416 (3) Classroom Management

Secondary candidates design a lesson and teach a concept to demonstrate behavior management skills. They also observe classroom teachers to become more aware of classroom organization and management strategies. Reinforcement systems are observed and reported.

EDUC 462 (3) Reading/Writing in the Content Areas
EDUC 463 (3) Classroom Strategies in Secondary School

The courses require nine to fifteen hours in the school to design, teach, and evaluate a comprehensive content unit. Behavioral management principles must be embedded in the unit. This time is spent in one of three middle schools in the Ogden School District. These three schools are the most diverse in student population and exceptionalities in the area. In most cases, teacher candidates spend all of the time in one school and about half of that time in different grade levels, depending on the subject content. Within the design, students pretest, post-test, and teach the content through a variety of instructional methods, including field trips, labs, large and small group/cooperative learning activities, instructional games, role plays, simulations, guest speakers, contemporary media, inquiry teaching/teaching for thinking, lectures/demonstrations, case studies, vocabulary lessons, study skills lessons, reading activities, guided reading/listening, write-to-

learn activities, and formal writing assignments.

LEVEL 4 (ELEMENTARY)

Level 4 courses are taught in elementary schools identified as diverse by the local school district. The teacher candidates spend one week observing and learning about the total public/private school climate in which the class will be taught. University instructors teach instructional skills and model with children the pedagogical methodologies that are required to make the knowledge of the content relevant. Candidates then teach classroom students for approximately four weeks after which a reflection on the experience takes place. Forms of evaluation include:

- written observations;
- lesson plans that are critiqued by peers, university instructor and classroom teacher;
- development of integrated thematic units that include teaching to diversity within the classroom setting;
- creating a portfolio that is shared with class members during the last week of the quarter.

EDUC 418 (4) Elementary Language Arts Methods

Teacher candidates meet for course work in a public/private school setting. During this time the following types of field work are completed: (1) observations; (2) teaching from developed lesson plans to fit a particular age group of both primary and intermediate grade students; (3) development and teaching of an integrated thematic unit that includes strands in literature, the elements of the language arts (listening, speaking, writing, reading, thinking), and integration of a content area of art or music.

EDUC 422 (3) Elementary Art/Music Methods

Candidates spend time observing in elementary classrooms to identify strategies that are used by the classroom teacher or content specialist in teaching music and art. Lesson plans using the 4MAT instructional process are developed by the candidate. The lessons are peer-taught, refined, and taught in the elementary classroom. Lessons are modified for use in primary and intermediate classrooms so additional learner needs may be recognized and met, especially in the developmental area.

EDUC 424 (2) Teaching in a Diverse Classroom

Teacher candidates integrate effective classroom practices to meet the needs of all learners in the content areas of art, music, and language arts. Students are required to build activities into their instruction that promote social acceptance of all students and foster self-concept. Field experiences consist of written observations, write-ups, and reporting for discussion. Reflection seminars are conducted.

LEVEL 5 (ELEMENTARY)

Candidates in this level have an intensive field experience as they student teach full-time for ten weeks, attend weekly student teaching seminars, and then in EDUC 498 synthesize their program.

EDUC 488 (12) Teaching Practicum in Elementary Education

Students have ten weeks of full-time student teaching in an assigned elementary school under the direction of a competent and experienced cooperating teacher and university supervisor. Student teachers also are required to attend eight one-half day on-campus seminars corresponding to times when the public/private schools are not in session. The TREC model is emphasized as public/private classroom experiences are discussed. Seminar topics include:

- professionalism and expectations;
- discipline with dignity;
- career placement and interview processes;
- meeting the needs of all students;
- school law;
- video tape teaching/peer analysis;
- meeting with parents;
- standards for effective teachers;
- gang related problems.

EDUC 498 (3) Elementary Senior Synthesis Seminar

After completion of the ten weeks of student teaching, candidates spend the next week on the university campus and attend four days of seminars (eight hours each day). These seminars are designed to synthesize the total TREC model for the elementary program. General information is provided about professional practices. Students also complete a 30 clock hour senior project which often includes additional field experiences. Seminar topics include:

- child abuse;
- teacher's rights and responsibilities;
- grading practices;
- diversity;
- collegiality;
- principles of school finance;
- parent/community involvement in education;
- scope of the curriculum;
- professional communication;
- school policies and procedures.

Parameters are established for the completion of the student portfolios, competencies listed in *Competencies of Professionalism Student Guidebook*, case studies, and self-selected senior service projects by the end of the quarter. Teams are assigned to analyze the case study and report the analysis at the end of the quarter.

LEVEL 4 (SECONDARY)

Candidates in this level have an intensive field experience as they student teach for ten weeks full-time, attend student teaching seminars and then synthesize their program in EDUC 499.

EDUC 495 (12) Teaching Practicum in Secondary Education

Candidates have ten weeks of full-time student teaching in an assigned secondary school under the direction of a competent and experienced cooperating teacher and university supervisor. Also, during the student teaching quarter, student teachers are required to attend a bi-weekly seminar on the university campus. There are five one-half day seminars during the quarter. The TREC model is emphasized during these seminars. Seminar topics include:

- professionalism and expectations;
- behavior management models;
- career placement and interview processes;
- meeting the needs of *all* students;
- meeting with parents;
- video tape teaching/peer analysis;
- gangs and violence;
- youth suicide.

EDUC 499 (3) Secondary Senior Synthesis Seminar

After completion of the ten weeks of student teaching, candidates spend the next week on the university campus and attend four days of seminars (eight hours each day). These seminars are designed to synthesize the total TREC model for the secondary program. General information is provided about professional practices. Field experiences are included in many of the senior projects. Seminar topics are listed under EDUC 498, above.

Parameters are established for the completion of student portfolios, competencies listed in *Competencies of Professionalism Student Guidebook*, case studies, and self-selected senior projects by the end of the quarter. Teams are assigned to analyze the case study and report the analysis at the end of the quarter.

Having a large pool of surrounding schools from which to choose the most competent teachers allows the department to selectively place its student teachers is a variety of settings. However, because the number of diverse schools is limited in the area, the department ensures that every student has had experience in a diverse school and/or with diverse students during their pre-student teaching field experience. In a pragmatic sense, the dispersement of student teaching placements increases the exposure of the department's graduates and faculty, helps to maintain a more positive relationship with the primary service area, and adds to the probability of the department's graduates being selected to fill a teaching vacancy in that school.

**Recruitment of Minority Students**

An Education Minority Recruitment Committee was formed in the 1993-94 academic year with the primary responsibility to formulate a recruitment plan for teacher education and to attract and admit a diverse student population. The committee is composed of six members from the Department of Teacher Education and eight members from other departments from various colleges. Dr. Forrest Crawford, a Department of Teacher Education faculty member, serves as the chair. The committee developed and has started implementation of a detailed minority recruitment and support schedule. Its goal is to operationalize a clearly defined recruitment plan to increase the number of under-represented ethnic minority (Asian, African, Native American, Hispanic, Pacific Islander) students in the College of Education programs. (See Document II.B.8: Project Critical Mass Action Plan.) The committee's long term plan reflects the following actions:

- to develop an aggressive early intervention program(s);
- to establish and implement a financial aid resource/incentive package;
- to establish curriculum-based preservice/inservice projects that support or enhance current efforts of recruitment and retention of minorities.

Three short term actions were formulated as follows:

- effective use of current institutional recruitment efforts;
- development and use of an effective marketing and out-reach campaign to attract students from diverse backgrounds;
- effective use of community (Weber/Davis) linkages to attract and retain diverse pre-service teachers.

The committee assists in the following areas as related to their mission:

- recruitment/marketing;
- admissions;
- financial aid;
- mentoring;
- evaluation.

The Education Minority Recruitment Committee annually evaluates its efforts and success in meeting its goals and will take appropriate action to strengthen its plan for the future.

The unit's **initial** program admission criteria also reflect its commitment to increasing diversity of its candidates. Special consideration is given to an applicant who is a member of an under-represented population in teacher education, including males (in elementary education) as well as ethnic minorities.

Scholarships targeted for ethnic minorities are available. There are ten institutional scholarships specifically designated for the Multicultural Center for Ethnic Minorities. Thirteen scholarships for ethnic minorities come from privately sponsored sources. One scholarship out of the 13 is designated expressly for an ethnic minority who is majoring in teacher education. Indicated as a goal for the recruitment plan, efforts will be spent generating other possibilities for financial aid resource/incentive packages.

In the **advanced** program 15 percent of the admissions slots are reserved for culturally diverse students. Members of the committee have been involved with the following efforts:

- university orientations to provide students with the sense that they "matter" in the university community;
- visitations with local minority parents regarding educational opportunities for prospective students;
- involvement with Student Services in the summer to provide information to minority students who have expressed an interest in teacher education;
- participation as a speaker in the Upward Bound Program for ethnic minority and economically disadvantaged students;
- participation in the Project Quest Summer Program whose goal is to increase the academic preparation and degree expectations of incoming under-represented minority freshmen;
- participation in a special inservice training sponsored by the Institutional Standing Committee on Diversity featuring Dr. Vincent Tinto of Syracuse University who is an expert researcher/author in assessment, recruitment, and retention of minority students. (See Document II.B.11: Multicultural Memos.)

Because the Minority Recruitment Committee just has begun with its initial recruitment efforts, it is premature to assess its effectiveness in increasing the number of under-represented groups in teacher education.

Weber State University officially serves a four-county geographical area surrounding the institution; thus, it is a challenge to recruit a diverse student body. The following tables provide demographic data of the state, the four-county area primarily served by the institution, and enrollments of the university and the unit:

TABLE E: POPULATION OF UTAH AND SURROUNDING COUNTIES
1990 CENSUS

| | Four-County Area | | State of Utah | |
|---|---|---|---|---|
| Race/Ethnic Origin | Number | Percent | Number | Percent |
| Caucasian | 1,005,544 | 93.3 | 1,615, 845 | 93.8 |
| African/American | 10,491 | 1.0 | 11,596 | 0.7 |
| Native. American | 8,345 | 0.8 | 24,283 | 1.4 |
| Asian/Pacific Islander | 25,613 | 2.4 | 33,371 | 1.9 |
| Hispanic | 62,042 | 5.8 | 84,579 | 4.9 |
| Other | 27,782 | 2.6 | 37,775 | 2.2 |

TABLE F: WEBER STATE UNIVERSITY FALL 1993 ENROLLMENT

| Ethnic Origin | Number | PCT |
|---|---|---|
| Caucasian | 12,709 | 88.0 |
| African/American | 154 | 1.1 |
| Native American | 98 | 0.8 |
| Asian/Pacific Islander | 268 | 1.9 |
| Hispanic | 340 | 2.4 |
| Non-resident Alien | 313 | 2.2 |
| Unknown | 565 | 3.9 |

According to university statistics reported August, 1994, the demographics of the institution show a balanced mix of female and male students. The ethnic diversity of the university student population reflects or surpasses the racial make-up of the State, except in two categories: Native American, State = 1.4% versus WSU = 0.8%; and Hispanic, State = 4.9% versus WSU = 2.3%.

The following table summarizes undergraduate admission data for the department.

TABLE G: DEPARTMENT OF TEACHER EDUCATION
ADMISSION TO TEACHER EDUCATION

| | Male | | Female | | | | | |
|---|---|---|---|---|---|---|---|---|
| Quarter/Year | Number | Percent | Number | Percent | Total | Ethnic Origin | Number | Percent |
| Fall 1992 | 29 | 17 | 144 | 83 | 173 | Native Amer. | 1 | 1 |
| Winter 1993 | 11 | 19 | 46 | 81 | 57 | Asian | 1 | 2 |
| Spring 1993 | 21 | 26 | 61 | 74 | 82 | Asian<br>Hispanic | 2<br>1 | 4 |
| Summer 1993 | 11 | 22 | 40 | 78 | 51 | Pacific Island<br>Hispanic | 1<br>1 | 4 |
| Fall 1993 | 21 | 19 | 88 | 81 | 109 | Pacific Island | 1 | 1 |
| Winter 1994 | 25 | 28 | 65 | 72 | 90 | Asian<br>Hispanic | 1<br>1 | 2 |
| Spring 1994 | 19 | 24 | 59 | 76 | 78 | Hispanic | 1 | 1 |
| Fall 1994 | 32 | 29 | 80 | 71 | 112 | Hispanic<br>African/Amer<br>Other | 3<br>2<br>1 | 5 |